

Question/Answers from 9/22/2010 webinar on Special Education Personnel Reporting
Office of Data System Management

Technical Assistance:

Q1: What technical assistance documents are available and where can I find them?

A1: Technical assistance documents specific to special education personnel reporting are posted at <http://www.dese.mo.gov/divspeced/DataCoord/personnel.html> and include Core Data Exhibit 16, Reporting of Special Education Teaching Assignments, a one-page summary of reporting codes and the 9/22/10 webinar recording and PowerPoint.

Highly qualified teacher information and the HOUSSSE form are available at http://www.dese.mo.gov/divimprove/nc1b/highly_qualified.htm.

Exhibits in the Core Data Manual provide the reporting codes to be used <http://www.dese.mo.gov/divimprove/coredata/CDmanual.html>.

Miscellaneous:

Q2: When is homebound instruction special education as opposed to regular education?

A2: Homebound instruction can be special education or general education. Homebound is also one of the special education placements.

Q3: How would Plan time look? Should we report planning time as case management? Do we have to report plan time minutes so that a teacher is considered at 1 FTE?

A3: Plan time is reported with course code 990000 and should be reported for all teachers, including special education teachers, as part of their total minutes. Any case management time over and above the planning time is reported using code 198600.

Q4: Did we hear you correctly that we don't have to enter a case management line if there is not time assigned to it?

A: Correct

Q4: If case management is not listed; won't there be an edit button when the info moves over to the Core Data Collection?

A: No

Q5: How do we report parent educators?

A5: Course/assignment code 887800 is used for parent educators.

Q6: Do Charter Schools follow these same guidelines?

A6: Yes

Q7: If teachers are doing testing/evaluations, do you need to put that as a separate course?

A7: If teachers have a block of time set aside for testing, you can enter those minutes as a separate course/assignment line of 193100. If testing is

conducted on an as needed basis, it does not need to be reported as a separate course/assignment.

Q8: We have a speech person providing EIS services. How is that reported?

A8: Since Early Intervening Services are for students who have not been identified as students with disabilities, the time would not be considered special education instruction. Depending on how the EIS is structured in the school, possible course codes to use would be 990099-Advisor/Homeroom, 994210-At Risk, or an applicable content course code.

Q9: Is Implementer the same thing as a speech pathologist?

A9: No, see

<http://www.dese.mo.gov/divspeced/Compliance/Guidance/speechimp.html> for more information

Q10: Prior to MOSIS I input the core data for all my special services staff. Since the inception of MOSIS I send a form similar to the one previously used to our board secretary and she enters the data. I never know if there are errors. Should I be more involved in inputting the data or is there a format that works best for submitting the necessary information to her?

A10: This is largely a district-level decision, but in many districts the MOSIS data is extracted from the local Student Information System. While the program people may not be as involved with the actual data entry, you do need to be involved with verifying the accuracy of what is reported. The best way to verify the educator data is by reviewing the Inappropriate Certification and Assignments by Program reports available through the DESE Web Applications - Data Collection, Reports, Special Reports.

Q11: Is P.A.T. reported as ECSE or where?

A11: P.A.T. is a separate program from ECSE. Refer to Exhibit 17 of the Core Data Manual for reporting instructions.

Contracted personnel:

Q12a: For the people providing special education services to our students through a contract with an outside agency, do we enter a salary amount in the Educator file for that person?

Q12b: If speech, OT and PT contracted through a service and that service assigns one person to provide services for our school, do you report that person with a code 19?

Q12c: I don't think contracted personnel are reported in our Ed file....are they? So how do we make all of that work?

Q12d: If we contract with a therapy company do we have to report all therapists and COTAs they send to do services?

Q12e: When contracting for OT and PT therapy do we have to have to report the financial info?

Q12f: If you contract with a non-school agency for an OT, do we report them?

Q12g: Our school has contracted with a local agency to provide special ed services. Do we report these individual people who are employed by that agency?

Q12h: For contracted personnel such as an OT or PT, do we report all of the demographic data for them such as social security number, etc.?

Q12i: Should we put in OT and PT if they are contracted service providers, and not full-time employees?

Q12j: Just to verify, report contractors with position code 19?

A12: Personnel contracted to provide special education or related services should be reported in the MOSIS October Educator & Assignment files. The most common contracted services are for physical therapy, occupational therapy and speech therapy, but any other contracted services should also be reported. If the district contracts with an agency which then sends multiple people to provide services, the best case is that each individual person who is providing services be reported in the MOSIS files.

The program code for contracted personnel is 19. Salary and FTE for contracted personnel are not reported in the Educator Core or School files, but all other required fields must be reported, including Social Security Number. The position codes for contracted personnel are most commonly 70-Other Pupil Services and 90-Ancillary (see Exhibit 3 in Core Data Manual). Exhibit 10 in the Core Data Manual lists out the course/assignment codes to be used. The minutes reported for each course/assignment should reflect the average minutes per week that the contracted personnel are working.

Course Codes & Delivery Systems:

Q13a: How would one report a combined class (non-core) with a group of students? The special education teacher is providing services, but not assigning a grade.

Q13b: What if there are combined things going on, but not with self contained delivery system - only the IG delivery system?

A13: If the special ed teacher is not the teacher of record (giving the grades), then use the IG delivery system, and you would not need to break out assignments into separate lines.

Q14: If a sped teacher is co-teaching in a vocational class will there be an error because the teacher is not vocational?

A14: No matter what content area is being co-taught, the special ed teacher's course code should be one of the special education course codes which begin with "19."

Q15: How do you code the teacher when they may have 3 students for math and the rest for resource?

A15: If multiple delivery systems are utilized, split the minutes between multiple assignments.

Q16: If in a co-teaching assignment, but the students are assigned to the SpEd teacher and the SpED teacher assigns the grade, which code should be used?

A16: In theory, for co-teaching, the general education teacher would be considered the teacher of record (has expertise in the content area and is giving the grade in the content area). For this question, you should determine if this is a co-teaching model which would be coded as 195000 (generally) with delivery system CO, or if it is a departmentalized special education class which would be coded with the appropriate special education course code and a delivery system of SC.

Q17: Since we cannot enter both SC and C1 in the DS, which one should we use?

A17: C1 can be used if there are multiple SC classes held simultaneously.

Q18a: If the Special Education Teacher is in a regular education class, what would the Delivery System be? Would the Regular Education Teacher have the same delivery system?

Q18b: Does the special education teacher have the same assignment number as the general education teacher, and would the general education teacher have CO deliver system also?

A18: In a co-teaching situation, the special education teacher is reported with the applicable special education course code (generally 195000) and delivery system CO. The general education teacher is coded with the applicable general ed course code. The special education and general education teachers can, but do not have to, use the same assignment number. DESE is not attempting to link the two teachers together. Unless required by another program or funding stream, delivery systems are generally not required for general education teachers.

Q19: If a special ed teacher teaches an English I class to a group of SE students who only see her for 1 period a day, it would be SC?

A19: Yes

Q20: If you have Self Contained and combined class (or any multiple Delivery Systems) at same time, how do you want that reported?

A20: Delivery systems C1-C9 can be used to report multiple self-contained classes happening simultaneously. If multiple delivery systems are being used simultaneously (i.e., SC and IG), each delivery system would need a separate line.

Q21: In the Course assignment file, what course number is used for the special education course codes for teachers?

A21: Course codes used for special education teachers all begin with "19." See Core Data Manual Exhibits 10 and 16 for the codes and definitions.

Q22: So if we have a Speech Pathologist who also holds a teaching certificate, do we report her as a teacher AND ancillary staff member?

A22: There are two ways to report speech pathologists. For speech/language therapy/instruction time, report with position code 60 and course code 195500. This required DESE certification. For speech/language diagnostic time, report with position code 90 and course code 889000. This requires DESE certification or speech/language licensure. In situations where a therapist is both testing and providing therapy/instruction, it is not necessary to report both lines; simply report the line that reflects the majority of time.

Q23: Our middle school is 6-8 grades. Our special education teachers teach multi grade level groups that include 6th and 7th graders in a departmentalized model and are the teacher of record. How do we report these courses since we are only to use the departmentalized codes for grades 7-12?

A23: The departmentalized can be used for grade 6 in this situation.

HQ/HOUSSE:

Q24: What is HOUSSE?

A24: High Objective Uniform State Standard of Evaluation

Q25: Where is the HOUSSE form located?

A25: http://www.dese.mo.gov/divimprove/nclb/highly_qualified.htm

Q26: What would be the appropriate coding for a teacher who is on a HOUSSE form? Where can I find a list of that?

A26: Appropriate coding of a teaching assignment provides an accurate picture of what the teacher is doing. If, for HQ purposes, a teacher needs to demonstrate core content expertise, they could use the HOUSSE form to do so. Having a HOUSSE form does not change the coding of assignments.

Q27: MO DESE defines 6 core areas – Language Arts, Math, Science, Social Studies, the Arts and Foreign Language. See <http://dese.mo.gov/divspeced/EffectivePractices/documents/HQTPP3-25-08wnotes.pdf>. Would a SPED teacher with a self-contained room need to document Arts and Foreign Language experience in addition to the other four?

A27: Based on the most common special education self-contained instruction that would be coded with 195000 (core areas), we are only requiring demonstration of competency in the four areas of language arts, math, science and social studies.

Q28: Is there currently a form for paras without 60 hrs?

A28: No. In order for a para to be highly qualified, they must have the 60 college hours or have passed the ParaPro Praxis.

Q29a: If we know we need to fill out HOUSSE forms how soon can we submit those to DESE?

Q29b: How do you know if your HOUSSE was approved?

A29: To be resolved

Q30: What percentage of HQ courses is needed for a teacher to be considered highly qualified?

A30: A teacher's highly qualified status is determined separately for each assignment reported. A teacher can be highly qualified to teach one assignment (i.e., math) but not another (i.e., science).

Q31: If we fill out a HOUSSE form for a teacher and they have the required number of points, the person who does our reporting for MOSIS should enter the correct code on the previous page in order to make things correct?

A31: Having a HOUSSE form should not change the way the teacher's assignment is reported. Having the HOUSSE form simply demonstrates expertise in the core content area, which then means the teacher is highly qualified.

Q32: How do we know if our special education teacher has expertise in a particular area? Documentation?

A32: If a special education teacher has the required number of points on the HOUSSE form for the content area, he/she would be considered to have documented the expertise.

Q33: Once a teacher has had a HOUSSE form completed for them will you be required to complete a new form for them every year if they are teaching the same content area subject?

A33: No

ECSE:

Q34: In which cycles should PK/ECSE students and educators be reported?

A34: All PK students with IEPs (including speech-only children) should be reported in all Student Core files, but at a minimum must be included in October, December and June Student Core files. PK/ECSE educators should be reported in the October Educator and Assignment files.

Q35: Have problems with coding an educator to 10% for example to ECSE and our Finance Department will then charge 10% of that person's salary to ECSE code; but the ECSE FER will only pull up 10% of employee's instructional time coded to ECSE, minus plan and travel time. These do not always match. How to best code these?

A35: You may have to adjust the minutes so that the calculation results in the percentage of salary reported. Contact Special Education Funds Management at 573-751-0622 for more information.

Q36: What about the ECSE bus driver is there a code for them?

A36: Bus drivers are not reported in the MOSIS October files.

Q37: Do we have to have an ECSE program to report ECSE children receiving Speech/Language services? Our speech/language provider is qualified to give the services.

A37: If a speech/language provider is providing services in K-12 and ECSE, you should report two lines, one for K-12 with program code 06 (generally) and a second for ECSE with program code 17.

Parentally-placed private school students:

Q38: Students attending a private school during their regular day but come to our district to get special ed services after school - the staff will just have a case load but would we report those students on the Student Core as part time in our district or not at all?

A38: Special educators providing services to parentally-placed private school students after school should report the time with the appropriate course/assignment code, with a delivery system of H. The students can be counted as enrolled part-time in the district and their attendance hours can be reported for state aid purposes.

Paraprofessionals:

Q39: Is it required to enter comments for each sped ed aide and/or list the teacher they are assisting?

A39: MOSIS does not require a comment, however the Core Data Screen 20 will show an error without a comment - this edit is going to be removed, so can be ignored.

Q40: Do you report number of students a paraprofessional works with?

A40: No, caseloads and student assignments are not required for paraprofessionals.

Q41: Do you still have to assign a para to a classroom teacher?

A41: No

Q42: What delivery system is used for aides who are instructional?

A42: IG is the most common delivery system for instructional aides.

Q43: For Personal Assistants, do you name the student?

A43: No

Q44: Is delivery (PA) used for non-SpecialEd aides as well?

A44: Yes

Q45: How do you differentiate highly qualified paras?

A45: Instructional aides paid with federal funds in Title I buildings need to be highly qualified, which means they need at least 60 college hours and/or have passed the Para Pro PRAXIS.

Ancillary:

Q46: When we report our speech pathologists, is it all right if we report their time as a block of time with all the students that they see throughout the day or do we have to break it out in blocks of time with the total number of students that they see throughout the day or do we have to break it down by 30 minutes blocks with the 2 or 3 students that they see in those blocks?

A46: It is acceptable to report the assignment as a single block of time with the caseload number reflecting the total number of students served.

Q47: For ancillary personnel do we report caseload number or individual student information?

A47: Caseloads and student assignments are not required for ancillary personnel.

SSD:

Q48: When you are a component school district working with SSD, does the component school report administrators, related service personnel and ECSE students as well as teachers assigned within our SIS system?

A48: In general, the component district only needs to report special education teachers. Component districts should verify with SSD that other personnel are reported by the SSD. If the component district is operating their own ECSE program, then the component district needs to report the ECSE staff and students.

Q49: In St. Louis County are the course assignments going to be provided by the fiscal agent as they were last year?

A49: Please contact SSD for detailed information on how they will be sharing information with you.

Caseload & Student Assignment:

Q50: Do we have to fill out the caseload worksheet?

A50: No

Q51: Not sure I understand the difference between no. of students vs. caseload no.

A51: In the Educator files, there are two ways to report how many students a special education teacher is serving, essentially based on whether the special education teacher is "teacher of record." For non-teachers of record (assignments with delivery systems of CO or IG) the "caseload" field is used to report the number of students that the special education teacher is serving. For teachers of record (assignments with delivery systems of SC, LI, C1-C9), the students assigned to that teacher are listed in the Student Assignment file.

Q52: If there is not a time set aside in the school day for case management, would we still report as Delivery System of H in order to report the number of students the teacher is case manager for?

A52: You can, but it is not necessary to report the case management line (198600). Another option is to report 198600 with zero minutes.